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*Embarc did not, and does not, control/guarantee platforms such as Canva, Giphy, codenames.games, and Skribbl.io. They are free, public platforms for student and teacher use alongside the Embarc activities listed below in the Toolkit.

Team Building Toolkit
Game Glossary

This Team Building Toolkit was created to provide a variety of activities for educators that are engaging and easily facilitated with little to no materials. Activities are alphabetical as listed below; click on the title to access the hyperlink to take you directly to the activity. The activities have also been designated with a colored star to show where activities can take place; please reference the key below. Each individual activity page includes the full list of materials with instructions and an estimate of how long each will take.

Key: ⋆ At Your Desk ⋆ In Classroom ⋆ Large Space/Outdoors ⋆ **Virtual Option**

Acapella Song	Alphabet Scavenger Hunt	Basketball Trivia	Be a Travel Agent	Class Mantra
Objective: • Recreate a song using everyday objects and vocals	**Objective:** • Be the first to find an item that starts with the letter	**Objective:** • Test your trivia skills in a number of categories	**Objective:** • Work together as a team to plan a vacation to your ideal destination in the world	**Objective:** • Create a class mantra
Materials: • Assortment of objects to be used as 'instruments' ⋆⋆★	**Materials:** • Laptop/Phone • Computer Access ★	**Materials:** • Large trash can • Paper • Markers • Poster Paper ⋆⋆	**Materials:** • Worksheet • Laptop/Phone • Computer Access ⋆⋆	**Materials:** • Worksheet • Poster Paper • Markers • Gloves ⋆⋆★

Create a Game	Create a GIF	Codenames	Cup Stack Race	Elephant Walk
Objective: • Players must work in small groups to create a new game	**Objective:** • Make a GIF	**Objective:** • Each team is trying to guess all their cards before the other team without hitting the bomb	**Objective:** • Correctly stack cups before the other players	**Objective:** • Teams compete to knock over their cups faster than the other teams
Materials: • Worksheet • Assortment of materials • Gloves/Hand Wipes ⋆⋆	**Materials:** • Laptop/Phone • Computer Access ⋆★	**Materials:** • Laptop/Phone • Computer Access ⋆★	**Materials:** • 15 solo cups per player • Hand Wipes/Gloves ⋆⋆	**Materials:** • 4 tennis balls • 4 stocking hose • 32 plastic cups • Handsanitizer • Gloves ⋆⋆

Key: ⋆ At Your Desk ⋆ In Classroom ⋆ Large Space/Outdoors ⋆ Virtual Option

Family Portraits	Freeze!	Give us DRAMA!	Huckle Buckle Beanstalk	Life Playlist
Objective: • Players work together to improv a family photo	**Objective:** • Express creativity and encourage imagination while collaborating	**Objective:** • Recite poetry, a play scene, or even a movie scene with emotion	**Objective:** • Be the first to find an object that is hidden in the room	**Objective:** • Create a playlist and share
Materials: • Disposable Camera or Camera Phones ⋆⋆	**Materials:** • Hand Sanitizer ⋆⋆	**Materials:** • Laptop/Phone • Computer Access ⋆⋆★	**Materials:** • An object no larger than a book • Wet wipes ⋆⋆★	**Materials:** • Worksheet • Laptop/Phone • Computer Access ⋆★

Listen to the Beat	Magazine Cover	Name That Song	Newspaper Hat	Paper Tweets
Objective: • Follow the Beatboxer to create fun sounds	**Objective:** • Make a magazine cover	**Objective:** • Be the first to name the title of the song	**Objective:** • Build the tallest and sturdiest newspaper hat	**Objective:** • Share daily thoughts and experiences with the class
Materials: • None ⋆	**Materials:** • Laptop/Phone • Computer Access ⋆★	**Materials:** • Laptop/Phone • Computer Access ⋆★	**Materials:** • Newspaper • Masking Tape • Tape measure ⋆⋆★	**Materials:** • Paper Tweet Templates • Poster Paper ⋆★

Pitch Perfect	Pictionary Telephone	Polaroids	Rhythm Detective	Show + Tell
Objective: • Name as many songs as you can with a word in it	**Objective:** • Each student is trying to draw or write accurate expressions of what is passed to them	**Objective:** • Be the photographer while capturing only what is nearby	**Objective:** • Guess who is leading the rhythm for the group	**Objective:** • Participate in a mock-talent show
Materials: • None ⋆⋆⋆	**Materials:** • 6-8 blank pieces of construction paper for each student • Gloves ⋆⋆	**Materials:** • Disposable Camera or Camera Phones ⋆⋆⋆★	**Materials:** • None ⋆⋆	**Materials:** • None ⋆★

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Key: ⋆ At Your Desk ⋆ In Classroom ⋆ Large Space/Outdoors ⋆ Virtual Option

Silent Ball	Skribbl	Spark	Steal the Bacon	TV Infomercial
Objective: • Silently pass a ball around without making a sound or dropping the ball	**Objective:** • Be the first to guess what the other players are drawing	**Objective:** • Be the first to pick up the cone	**Objective:** • Students race to be the first to answer the question	**Objective:** • Work in small groups to create an infomercial
Materials: • Beach ball • Hand Sanitizer ⋆⋆	**Materials:** • Laptop/Phone • Computer Access ⋆⋆★	**Materials:** • Cones ⋆⋆	**Materials:** • Dry Erase markers • Paddles (or similar) for 15 students • Gloves ⋆	**Materials:** • Worksheet • Assortment of random objects • Gloves ⋆★

Welcome to My YouTube Channel	What's My Diagnosis	Whisper Challenge	You're the Photographer
Objective: • Highlight passion through an online personality	**Objective:** • Players must work together to stump the 'doctor' with their diagnosis	**Objective:** • Students try to guess what is written on the piece of paper	**Objective:** • Create a still life photograph to represent a mood or feeling
Materials: • Laptop/Phone • Computer Access ⋆⋆★	**Materials:** • None ⋆⋆	**Materials:** • Headphones attached to a music player ⋆⋆	**Materials:** • Laptop/Phone • Computer Access ⋆⋆★

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Acapella Song

⋆ **At Your Desk** ⋆ **In Classroom** ⋆ **Virtual Option**

Activity

Objective:

➕ Recreate a song using everyday objects and vocals.

Timing: 5-10 minutes

Resources/Materials:

- Assortment of objects to be used as 'instruments' from around the classroom
- Speakers
- Jimmy Fallon Cast cover Star Wars Theme Youtube video
- Jimmy Fallon Cast cover Dancing with Myself Youtube video

1. To begin, each student needs an object that can make a sound on its own or against the desk.

2. Pick a song that everyone knows the chorus of. You may want to print the lyrics ahead of time or write them on the board.

3. Practice covering the song by making the melody of the song with the instruments, then add in the song lyrics. You can also recreate the song just with vocals.

4. Record the finished product and share with another class, challenge them to do the same song or a new song!

⋆*Virtual Option: Use any household object to create sound*

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Alphabet Scavenger Hunt

⋆ **Virtual Option**

Activity

Objective:
- ➕ Be the first to find an item that starts with the letter

Timing: 15 minutes

Resources/Materials:
- ○ Laptop/Phone
- ○ Computer Access

1. Give students a letter from the alphabet and 1-1:30 minutes to find an item in their home that starts with that letter.

2. The first student back can decide the next letter for the new round.

Alternative ways to play: Give students a specific object to search for like a pen, red cup, or colorful socks. Try finding matching objects or objects of a certain color.

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Basketball Trivia

⋆ At Your Desk ⋆ In Classroom

Activity

Objective:
- ➕ Test your trivia skills in a number of categories

Timing: 10-15 minutes

Resources/Materials:
- ○ Large trash can/bucket
- ○ Paper
- ○ Markers
- ○ Poster Paper

1. Compile a list (some on the next page) of trivia questions that relate to pop culture, current events history, school culture, or anything related to your class. You can even ask students to provide some questions as well.

2. In front of the class place a large basket, garbage can, or some sort of bucket that is easy for everyone in the room to see. You can even create a fake backboard to look as if the can is a net.

3. Now, go through 5 rounds (each with 5 - 7 questions) while students respond on paper to those you read aloud. Allow for 2 minutes to pass for students to get their answer written down. Have them put their names on it.

4. Ask participants to ball up their answer like a mini basketball and now try to throw it and get it in the can. Whoever makes it automatically gets 2 points that round, and whoever has the right answer gets 2 points as well.

5. Continue this until time has run out or you have gotten through all the questions. You can crown a winner at the end if you like.

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Basketball Trivia Questions

1. What does the acronym “smh” stand for? Answer: Shaking my head
2. How many Harry Potter books and movies are there? Answer: 7 books and 8 movies
3. What is Rihanna’s real name? Answer: Robyn Rihanna Fenty
4. Who created the viral “Renegade” dance on TikTok? Answer: Jalaiah Harmon
5. What is the name of the alternate dimension in Netflix’s Stranger Things? Answer: The Upside Down
6. What is the height of a basketball hoop in feet? Answer: 10 feet
7. Who was crowned the MVP (the most valuable player) in the 2018 NBA finals? Answer: Kevin Durant
8. What is the birthplace of Napoleon Bonaparte? Answer: France (Corsica)
9. In which country is the world’s tallest building? Answer: Dubai (Burj Khalifa)
10. How is the age of a tree identified? Answer: By the number of rings on the trunk
11. Which is the biggest island in the world? Answer: Greenland
12. What is a person who studies weather called? Answer: A meteorologist
13. Who’s real name is Aubrey Clark Graham? Answer: Drake
14. How many NBA championships did Michael Jordan win with the Chicago Bulls? Answer: 6
15. What’s the total number of dots on a pair of dice? Answer: 42
16. Which planet is closest to earth? Answer: Venus
17. Which sign of the zodiac is represented by the ram? Answer: Aries
18. What is the chemical symbol for Hydrogen? Answer: H
19. What is a baby kangaroo called? Answer: A joey
20. What does UFO stand for? Answer: Unidentified Flying Object
21. Which is the only American Football team to go a whole season undefeated, including the Super Bowl?

    Answer: The Miami Dolphins, in 1972
22. What is the capital city of Columbia? Answer: Bogota
23. What are the three primary colors? Answer: Red, Blue, Yellow

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24. Who is the author of Romeo and Juliet, Hamlet, Julius Caesar, and Othello? Answer: Shakespeare

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Be a Travel Agent

⋆ At Your Desk ⋆ In Classroom ⋆ **Virtual Option**

Activity

Objective:

➕ Work together as a team to plan a vacation to your ideal destination in the world

Timing: 50 minutes

Resources/Materials:

- Laptop/Phone
- Computer Access
- Sample Template of a Trip Agenda

1. Begin by breaking students into groups of no more than 3-4 individuals. They will work together for the duration of this activity using technology to communicate with one another or talk amongst themselves. (5min)

2. Ask each group to pick one place in the world (they have to come to consensus) that they would like to travel to as a team. Students are encouraged to Google search locations to compare. (10 min)

3. The Challenge: As a group they must come up with a 5 day trip filled with activities to their selected location. Using Google and their own knowledge of things they enjoy, each group should produce a full itinerary. (25 min)

4. Each group's trip agenda should include all meals, activities (at least 2 per day), and any other special components they would like to add. Throw is some fun and random items that students have to include in their vacation plans like: a swimming suit, binoculars, and even a pair of hiking boots.

5. Once done, allow time for each group to present their trip like Travel Agents to the rest of the class. Each group should vote on their favorite two places but it can't be a vote for their own. The group with the most votes wins. (10 min)

*Note: this activity can easily be extended over 2 class periods if they are not able to complete their agenda in time.

⋆*Virtual Option: Have students plan together in separate video chat groups.*

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Name: _____ Date: _____

Travel Agent Worksheet

Directions: Come up with a 5 day trip filled with activities to your selected location. Using Google and your own knowledge of things you enjoy, each group should produce a full itinerary. Each group's trip agenda should include all meals, activities (at least 2 per day), and any other special components you would like to add.

Destination:	**Hotel Details:**

Day 1	**Activities:**	**Breakfast:** **Lunch:** **Dinner:**
Day 2	**Activities:**	**Breakfast:** **Lunch:** **Dinner:**

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Day 3	**Activities:**	**Breakfast:** **Lunch:** **Dinner:**
Day 4	**Activities:**	**Breakfast:** **Lunch:** **Dinner:**
Day 5	**Activities:**	**Breakfast:** **Lunch:** **Dinner:**

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Class Mantra

⋆ **At Your Desk** ⋆ **In Classroom** ⋆ **Virtual Option**

Activity

Objective:
➕ Create a class mantra

Timing: 15-20 minutes

Resources/Materials:
- Poster Paper
- Markers
- Gloves

1. Work as a class to brainstorm, What/How do you want to feel in this class? Write those words and phrases on the board (teacher included).

2. Next, brainstorm what everyone hopes to accomplish in the class, what do you want to do well, how do you want to grow? (teacher included).

3. Work in small groups to come up with words and phrases that tie in the feelings and ideas in the brainstorm that are empowering

4. Throw up everyone's ideas and decide on a new class mantra!

⋆*Virtual Option: Have students plan together in separate video chat groups.*

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Name: _____ Date: _____

Create a Class Mantra

Journal Prompt:

How or what do you want to feel when you are in this class? What words or phrases come to mind?

What do you hope to accomplish while you are in this class? How do you want to grow? What do you want to do well?

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Create a Game

⋆ **In Classroom** ⋆ **Large Space/Outdoors**

Activity

Objective:

- ➕ Players must work in small groups to create a new game

Timing: 30-50 minutes

Resources/Materials:

- Assortment of materials including some gym equipment if possible
- Gloves/Hand Wipes

1. Separate class into even groups of 3-5 students and give each group equal amounts of materials. Exact materials do not have to be the same for each group.

2. Give groups 15 minutes to create a new game. Students must come up with the following: Game Name, Objective, Instructions

3. Groups should be prepared to teach their game to the class and run through one round of the game as a class.

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Name: _____ Date: _____

Create a Game Worksheet

Name of Game:
Objective (How to win):
Game Set Up:

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How to Play:

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Create a GIF

⋆ At Your Desk ⋆ **Virtual Option**

Activity

Objective:
➕ Create a gif

Timing: 30 minutes

Resources/Materials:
- Laptop/Phone
- Computer Access
- Blank Jamboard or Slideshow for sharing
- www.Giphy.com

1. Randomly assign students one of your core program's core values. Make sure students don't share their assigned core value with anyone else.

2. Have students spend 15-20 minutes gathering photos and/or videos that represent their core value and creating their GIF. Students can use www.Giphy.com on their computers or phones to create their GIF.

3. Once done, students can upload their GIF to a premade slideshow or jamboard that has been shared with the class.

4. Have other students guess what core value each GIF is showing.

⋆*Virtual Option: Send core value assignments via private chat message.*

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Codenames

⋆ **At Your Desk** ⋆ **Virtual Option**

Activity

Objective:

- ➕ Each team is trying to guess all their cards before the other team without hitting the bomb

Timing: 30 minutes

Resources/Materials:

- Laptop/Phone
- Computer Access
- https://codenames.game/

1. Go to https://codenames.game/ and create a new game room for your class. After selecting the language and the type of cards, you will receive a unique URL link to share with students to join the game room.

2. Divide students into 2 equal groups, a red team and a blue team. Have each group pick one person to be the 'Spymaster', the rest of the team members are 'Operatives'.

3. Game play begins with a screen of 25 cards. For operatives, cards appear the same neutral color. Spymasters are able to see which of the 25 cards are red, which are blue, which are neutral, and the one assassin card.

4. Going turn by turn, the Spymaster will say *one word* that connects multiple words on the board (the words should be the same color as their team). This challenges the players to relate words that have nothing to do with each other.

5. To win the game, Spymasters must get their operatives to guess all of the correct cards before the other team. If a team uncovers the assassin card, they automatically lose the game and the game board should be reset.

⋆*Virtual Option: Students can also access the game via the free phone app.*

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Cup Stack Race

⋆ At Your Desk ⋆ In Classroom

Activity

Objective:

➕ Correctly stack cups before the other players

Timing: 15 minutes

Resources/Materials:

- 15 solo cups per player
- Hand Wipes/Gloves
-

1. To start, have each player stand at their desk with 15 cups stacked on the desk faced down in front of them.

2. When the 1-minute timer begins, players pick up the stack of cups and begin creating a triangular-shaped tower. The bottom row should be made up of five cups in a straight line, with four in the next row, three in the next, and so on until you end up with a single cup on top of the tower.

3. Players race against the clock to build the tower and then take it down again in 1 minute or less to win the game. First person to complete their tower and restack their cups wins.

4. If a cup falls while a player is stacking, they must re-stack the cups face down on the desk before trying to build the tower again.

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Elephant Walk

⋆ **In Classroom** ⋆ **Large Space/Outdoors**

Activity

Objective:

- Teams compete to knock over their cups faster than the other teams

Timing: 20 minutes

Resources/Materials:

- 4 tennis balls
- 4 stocking hose
- 32 plastic cups
- Handsanitizer
- Gloves
-

1. Using chalk or tape, mark a “centerline” on the floor. Place a row of 4-8 cups on each side, exactly 4 feet from the center line.

2. Students line up in four teams (or can remain at their desks for social distancing).

3. The first player of each team will put the stocking hose over their head with the tennis ball hanging down. Players should start by standing with one foot on either side of the centerline.

4. Set a 1-minute timer. On ‘go’, players must swing the baseball back and forth using their body while moving up the line. The objective is to swing the ball far enough to knock all of the cups over.

5. Rotate until all teams get through all their players.

Warning: this game makes everyone look funny and can ruin hair. You may want to think about how to secure the stocking onto students' heads if you anticipate getting a lot of push-back. Being able to be silly and let go is part of the fun!

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Family Portraits

⋆ **In Classroom** ⋆ **Large Space/Outdoors**

Activity

Objective:
- ➕ Players work together to improv a family photo

Timing: 15 minutes

Resources/Materials:
- ○ Disposable Camera or Camera Phones

1. Begin by letting students know we're going to be creating unconventional family portraits. Ask for examples of different types of family members, how do they act? How do they carry themselves in your family?

2. Start by designating the 'stage' area for the portrait and let students know we will actually be taking photos.

2. The facilitator begins by explaining a type of family and members in that family. (This family is a tight knit family of 5, starting with a goofy dad, a serious mom, etc.)

3. Students must complete the family photo by stepping onto the 'stage' and embodying one of the family members in their pose and facial expression.

4. Once the family is complete, the facilitator yells 'freeze' and takes a photo.

5. Reset the stage, and continue with new family combinations!

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Freeze!

⋆ **In Classroom** ⋆ **Large Space/Outdoors**

Activity

Objective:

- ➕ Express creativity and encourage imagination while collaborating

Timing: 15 minutes

Resources/Materials:

- ○ Hand Sanitizer

1. Two volunteers start an improv scene about a topic given to by the teacher.

2. Audience members can shout, "Freeze!" and the actors on stage will then stand motionless.

3. Whoever called out "freeze" enters the stage space. He or she takes the place of one of the actors, recreates the exact same pose.

4. The person who is new to the scene begins a brand new scene, completely unrelated to the old scene.

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Give us DRAMA!

⋆ At Your Desk ⋆ In Classroom ⋆ **Virtual Option**

Activity

Objective:
- ➕ Recite poetry, a play scene, or even a movie scene with emotion

Timing: 30 minutes

Resources/Materials:
- ○ Laptop/Phone
- ○ Computer Access

1. Invite students to tap into their acting ability and give the rest of the class some dramatic creativity.

2. About a week in advance, ask students to find a movie scene, play scene, or even a piece of poetry that they want to reenact for the rest of the class. Let's try to keep it to a 3 minute minimum and 5 minute maximum for all participants.

3. At the start of each performance, make sure the presenter introduces themselves, the title of the price, and the characters they will be portraying.

4. Once each dramatic read is complete, let students reflect and talk about the experience and why they chose specific portions of their reading.

**** This can be extended over time and categorized to reflect specific themes that might fit the class.*

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Huckle Buckle Beanstalk

⋆ **In Classroom** ⋆ **Large Space/Outdoors** ⋆ **Virtual Option**

Activity

Objective:
- ➕ Be the first to find an object that is hidden in the room

Timing: 10-15 minutes

Resources/Materials:
- An object no larger than a book
- Wet wipes

1. Have all players sit in their seats with their heads down and eyes covered.

2. Hide an object that is no larger than a book in plain sight. The smaller the object, the longer the game will continue.

3. When you say GO, players may open their eyes and quietly walk around the room looking for the object with their hands behind their back. Emphasize that players may not touch anything and that they need to be stealthy so they do not give away where the object is.

4. When a player finds the object, they must sit back down and THEN say 'huckle buckle beanstalk' to let everyone know they found it (Students can also choose a different phrase to say). It is important that the player does not let on that they have found the object until they are back in their seat.

5. Continue playing until the first 1-3 players find the object or until everyone has found the object.

⋆*Virtual Option: Instead of hiding an object, pick one student to turn their video on and let others study their space/background. Have the student turn off their video and change 1 thing behind them or around them. Have others guess, what changed.*

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Life Playlist

⋆ **At Your Desk** ⋆ **Virtual Option**

Activity

Objective:
- ➕ Create a playlist and share

Timing: 30 minutes

Resources/Materials:
- ○ Laptop/Phone
- ○ Computer Access
- ○ Speakers

1. Ask each participant in the class to spend time creating their life playlist with only 10 songs.

2. Give students about 15-20 minutes to pull together all the songs, and a brief description (1-2 sentences) of why they chose it.

3. Next, have students take the remaining 10-15 minutes to create a playlist album cover using www.canva.com or Google Drawings.

4. Once complete, allow students to upload and share their playlists using a streaming platform commonly used by the class. Some good options are Youtube or Spotify which are free for everyone. You can even play 1 song from each tracklist the next class period for all to hear.

⋆*Virtual Option: Students can share playlists virtually and songs can be used as background music during reflection or brainstorming times!*

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Name: _____ Date: _____

Life Playlist Worksheet

My Life Playlist	Why I Chose this Song
1. Song Name/Artist:	
2. Song Name/Artist:	
3. Song Name/Artist:	
4. Song Name/Artist:	
5. Song Name/Artist:	
6. Song Name/Artist:	
7. Song Name/Artist:	
8. Song Name/Artist:	
9. Song Name/Artist:	
10. Song Name/Artist:	

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Listen to the Beat

⋆ **At Your Desk**

Activity

Objective:
- ➕ Follow the Beatboxer to create fun sounds

Timing: 30 minutes

Resources/Materials:
- None

1. Ask each student to remain at their desk for this activity. Let them know that they will have to work together as a class to meet the challenge. It's also a silent activity and their eyes will be closed during most of it.

2. The Challenge: Students must work together to create a rhythmic symphony that is directed by one of their classmates before time runs out. They will have to listen in order to really hear when the beat changes. One student will be selected as the 'BeatBoxer' who sets the tone for the class to follow. Select this student by drawing names from a hat or through another random selection process.

3. Once the BeatBoxer is identified, ask all other students to close their eyes and use nothing but their sense of hearing to participate.

4. Using only their desk, hands, and voice, the BeatBoxer will start the beat and the rest of the class should try to follow what they hear. Once everyone in the class is on the same beat (they only have 1 minute to get on beat), yell remix. This means the BeatBoxer has to come up with a new beat for the class to now follow.

5. Feel free to change who the BeatBoxer is after the glass successfully gets 3 beats down then continue with as many rounds as time allows.

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Magazine Cover

⋆ **At Your Desk** ⋆ **In Classroom** ⋆ **Virtual Option**

Activity

Objective:
➕ Make a magazine cover

Timing: 30 minutes

Resources/Materials:
- Laptop/Phone
- Computer Access

1. To set up this activity, create a google slideshow with a page designated for students and share with the class.

2. Give students 15-20 minutes to create their own magazine cover on their page of the slideshow. Covers should include a title, self-portrait, a main headline story, and 2-3 other secondary stories.

3. Spend the remaining time having everyone share out their magazine covers.

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Name That Song

⋆ At Your Desk ⋆ **Virtual Option**

Activity

Objective:
- ➕ Be the first to name the title of the song

Timing: 20 minutes

Resources/Materials:
- ○ Laptop/Phone
- ○ Computer Access
- ○ Speakers

1. Prior to class, have students submit 3-4 songs. Encourage them to include a variety of genres and decades if they can. Teachers should submit songs as well, especially if there isn't enough variety.

1. Divide into 2-3 teams.

2. Game play starts with the teacher playing 5-10 seconds of any part of a song chosen from the list. The first team to guess the correct song title wins a point.

3. Bonus points can be given if the team can also guess the name of the artist. Alternatively, you can also try 'Name that dance move'!

⋆*Virtual Option: Students can play as individuals and write answers into the chat.*

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Newspaper Hat

⋆ At Your Desk ⋆ In Classroom ⋆ Large Space/Outdoors ⋆ Virtual Option

Activity

Objective:

➕ Build the tallest and sturdiest newspaper hat

Timing: 30 minutes

Resources/Materials:

- Newspaper
- Masking Tape
- Tape measure

1. Start by making sure that each student has all the materials they need at their desk to participate in this activity.

2. Inform each player that the object of this game is to build the tallest and sturdiest hat out of newspaper that they can build.

3. Give each student 15 minutes to create their hat (put some music on while the class works) and let them get as creative as possible.

4. Once the 15 minutes have expired, ask each participant to put their materials down and place the hat on top of their head. Now, ask each student to stand at the desk for 3 minutes. Whichever hat falls off in those three minutes, those students are out of the competition.

5. Lastly, walk around with a tape measure (you can eye some as well to remove participants without messing if able) to see which of the remaining hats standing has the tallest of them all. Once done, crown the winner and offer a prize.

⋆*Virtual Option: Students will need to gather materials from their homes, other paper can be used like magazines or other scrap paper. Instead of measuring the tallest hats, you can challenge students to wear their hats for the duration of the class. Last hat standing wins!*

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Paper Tweets

⋆ At Your Desk ⋆ **Virtual Option**

Activity

Objective:

➕ Share daily thoughts and experiences with the class

Timing: 10 minutes

Resources/Materials:

- Paper Tweet Templates
- Poster Paper
-

1. Provide all students with a stack of tweet templates (prepared in advance) that they can use during this ongoing activity each week in class.

2. Each week/day at the top of the class, post a large piece of poster paper somewhere in the room with a prompting #hashtag at the top to help guide student thought. This can be things like #youthvoice #beautifulmemories #justiceandequality #netflixbinge #forthepeopleintheback

3. Allow students to respond to the prompt with whatever thoughts they are feeling that day, and then once complete read them aloud for the class to hear what others have to say as well. Reminder, a tweet is limited to 280 characters.

4. Once all the students have their tweet up on the poster paper, you can also give them the chance to use heart stickers to 'like' which tweest resonate with them and they feel connected to.

5. This can be a ritual for the class culture and can extend beyond the simple post and read. Look at the link provided for a full rundown of how to expand this activity.

⋆*Virtual Option: Use this activity as a written check-in for students. Use a shared document or the virtual chat box to start a tweet of the day.*

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Name: _____ Date: _____

Paper Tweets Worksheet

@

@

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@

Pitch Perfect

⋆ At Your Desk ⋆ In Classroom ⋆ Large Space/Outdoors

Activity

Objective:

- ➕ Name as many songs as you can with a word in it

Timing: 15 minutes

Resources/Materials:

- ○ None

1. To start, the teacher must choose a common word like ‘love, friend, party, etc.’ Divide students into 3 equal groups.

2. Give students 1 minute in their groups to think of as many songs as they can with that word in it.

3. Game play begins with each group taking turns singing a song when the teacher picks their group. If a group repeats a song or if most of the members don’t know the song lyrics, that team will be out.

4. Game play continues until one team remains. A new round starts with a new word!

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Pictionary Telephone

⋆ At Your Desk ⋆ In Classroom

Activity

Objective:

- ➕ Each student is trying to draw or write accurate expressions of what is passed to them

Timing: 20 minutes

Resources/Materials:

- ○ 6-8 blank pieces of construction paper for each student
- ○ Gloves

PREP: Prepare each notebook by having a funny phrase on the first page (ex. Elvis playing basketball, a cow in the desert, Ice, Ice Baby, the chicken dance, the dog ate my homework, etc.) and pages numbered.

1. Students can sit in a circle or in a row.

2. Students will open the notebook, read the phrase, memorize the phrase, and flip to only the next page. They will DRAW the phrase here. When students are done drawing, they will pass their drawings to the next person.

3. Students are not allowed to flip back to see the phrase, they may only see the drawing passed to them. With this drawing, students will flip to the next page and write a PHRASE.

4. Students pass the notebook and after only looking at this phrase, will DRAW a drawing.

5. When all notebooks are filled, up, notebooks are returned to the original person. Volunteers can share out their notebook with the class.

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Polaroids

⋆ At Your Desk ⋆ In Classroom ⋆ Large Space/Outdoors ⋆ **Virtual Option**

Activity

Objective:

- ➕ Be the photographer while capturing only what is nearby

Timing: 20 minutes

Resources/Materials:

- Camera Phones or Disposable Cameras for each student

1. Make sure every student has their own individual camera for this activity.

2. Start by posting a list of 10 prompts (prepared in advance) to get the photo session going. They can include things like: something blue, something funny or weird, someone you want to get to know this year, favorite spot in class, etc.

3. You can also do 'in the moment activities' like: take a selfie looking surprised, a picture of someone with white shoes, etc.

4. Develop fil, so that you can pass photos along to the students.

5. A fun way to extend this would be to allow for their to be about 10 photos to be snapped outside of the classroom and back in their home or neighborhood if they feel comfortable

⋆*Virtual Option: Students can take photos with their phones and upload them to a shared google slideshow or google jamboard.*

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Rhythm Detective

⋆ In Classroom ⋆ Large Space/Outdoors

Activity

Objective:
➕ Guess who is leading the rhythm for the group

Timing: 15 minutes

1. One person is chosen to leave the room.

2. Another player in the circle is chosen to start a rhythm. Using their hands or feet, players clap, snap, stomp or otherwise develop a rhythm.

3. Everyone in the circle copies the rhythm.

4. The leader of the rhythm changes it every few seconds and the rest of the group must follow suit, also changing the rhythm.

5. The person who has been out of the room returns and tries to notice who is leading the rhythm. They have three guesses.

6. If they guess correctly, the leader of the rhythm becomes the detective and the previous detective chooses the next rhythm leader.

7. If they can't guess in three guesses, they choose the next detective and someone else becomes the rhythm leader.

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Show + Tell

⋆ At Your Desk ⋆ **Virtual Option**

Activity

Objective:
- ➕ Participate in a mock-talent show

Timing: 30 minutes

Resources/Materials:
- ○ None

1. Give students 10-15 minutes to think about a skill, a talent, an object, or a story that they want to 'show and tell' to the class.

2. Emphasize the importance of it being anything they want to show, it doesn't have to be a groundbreaking talent it could be as simple as 'I can bend my thumb backwards', it's more about thinking about something that makes you unique or interesting that you'd like to share.

3. Give students 1-2min to share with the class.

⋆*Virtual Option: Rather than an object in their bag, students can show an object from their home.*

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Silent Ball

⋆ In Classroom ⋆ Large Space/Outdoors

Activity

Objective:
- ➕ Guess who is leading the rhythm for the group

Timing: 20 minutes

Resources/Materials:
- Beach Ball
- Hand Sanitizer

1. Game play begins with each player standing silently at their desk/table.

2. Leader counts down, “3, 2, 1, silent”, makes eye contact, and then passes the ball to another person in the play area.

3. A player must sit down if:
They drop the ball.
They make a bad pass.
They talk or make noise.

4. Play continues until only one person remains. Players must stay in their area and not reach for the ball if it isn't passed to them. Seated players must remain silent.

5. Last player standing gets to be first to throw the ball in the next round. All players who were sitting may return to play at the start of a new round.

**If the game is progressing slowly, add a challenge by limiting time to throw, having all players take spread out, asking everyone to keep one hand behind their back at all times and so on.*

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Skribbl

⋆ At Your Desk ⋆ In Classroom ⋆ **Virtual Option**

Activity

Objective:

➕ Be the first to guess what the other players are drawing

Timing: 20 minutes

Resources/Materials:

- https://skribbl.io/
- Laptop/Phone
- Computer Access

1. To set up the game, go to https://skribbl.io/ and create a private game room. Choose the number of rounds and the length of draw time for players. Share the link at the bottom of the page with students and have them enter their name and press play.

2. Once everyone has joined the room, press 'start the game'.

3. When it is your turn to draw, you will have to choose a word from three options and visualize that word in 80 seconds.

4. When another player is drawing, you have to type your guess into the chat box to gain points.

5. The player with the most points wins the round.

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Spark

⋆ In Classroom ⋆ Large Space/Outdoors

Activity

Objective:
- ➕ Be the first to pick up the cone

Timing: 20 minutes

Resources/Materials:
- Cones or pieces of paper (a small object that can easily be picked up or students can touch the floor)

1. Pair up students and have them stand facing each other around the room.

2. Each pair should have a cone on the floor between them. Alternatively, you can use a balled up piece of paper, or ask students to touch the floor.

3. The facilitator will give students a topic or question to discuss with their partner. This can be anything from ice breakers, to deeper questions, or topics relevant to class learning.

4. As students talk, the facilitator will yell 'SPARK!' When students hear 'spark!' they must race to pick up the cone before their partner (or touch the floor).

5. The winner picks up their cone and finds a new partner (someone without a cone) for the next round.

6. Activity continues with as many questions/topics as desired.

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Steal the Bacon

⋆ **In Classroom**

Activity

Objective:

- ➕ Students race to be the first to answer the question

Timing: 20 minutes

Resources/Materials:

- Dry Erase markers
- Paddles (or similar) for 15 students
- Gloves

1. Divide the group into 2 equal groups. Give students in each group a number between 1-10 (assuming 20 students).

2. There should be no more than 2-3 students in the class with the same number.

3. The facilitator will ask a question to the class (must have a correct answer) then say a number.

4. The 2 or 3 students with that number must race to the board to be the first to write the correct answer down.

5. Each round continues with the facilitator shouting out different numbers, taking care to make sure each number is called at least once.

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TV Infomercial

⋆ At Your Desk ⋆ **Virtual Option**

Activity

Objective:
- ➕ Work in small groups to create an infomercial

Timing: 30 minutes

Resources/Materials:
- ○ Worksheet
- ○ Assortment of random objects
- ○ Gloves

1. Arrange class into groups of four or five.

2. Inform the groups that they are no longer merely students. They are now top-notch, highly successful advertising executives. Explain that advertising executives know how to use persuasive writing in commercials, making the audience experience a wide variety of emotions.

3. Ask the participants to share examples of commercials they remember. Did the commercials make them laugh? Did they inspire hope, fear, or hunger? [Note: another option is to show a few selected television ads that are likely to evoke a strong response.]

4. Once the groups have discussed a few examples, explain they will now be given an object.

5. They must then decide the function of the object that is different from its normal function (a stapler turns into a listening device), give the product a name, and create a 30- to 60-second commercial script with multiple characters. Tell participants that their commercial should use any means available to convince the audience that they need and want the product.

6. Students present their commercials to the class!

⋆*Virtual Option: Students can pick an object from their home to use instead.*

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Name: _____ Date: _____

TV Infomercial Worksheet

Name of Product:

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Script (Should be 60-90 seconds long):

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Welcome to My Youtube Channel

⋆ At Your Desk ⋆ In Classroom ⋆ **Virtual Option**

Activity

Objective:
- ➕ Highlight passion through an online personality

Timing: 30-40 minutes

Resources/Materials:
- ○ Laptop/Phone
- ○ Computer Access

1. As prep, ask students to think about what they are truly passionate about and want others in the world to know more about. This can be done about a week in advance to the classroom activity.

2. Inform students that they will have 3 minutes to give the opening monologue (feel free to elaborate on this) of their new Youtube channel with the activity, produce, or tutorial of their choice.

3. Each welcome must include the name of the channel, a synopsis of the item/experience they want to show off, and incorporate the physical look they want to go for when showcasing.

4. Allow students to rotate showing off their welcome (which can be pre-recorded if they like) until all the students have had the chance to go.

**** This can be a multi-part project and will likely extend more than one class period*

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What's My Diagnosis

⋆ In Classroom ⋆ Large Space/Outdoors

Activity

Objective:
- ➕ Players must work together to stump the 'doctor' with their diagnosis

Timing: 20 minutes

1. Select one player to be the 'doctor' and have them wait outside the classroom.

2. Remaining players must work together to determine their 'ailment'. This can be anything from having everyone stand up whenever the doctor asks a question, changing seats when they ask a certain person a question, or everyone thinks they are a chicken!

3. Once the class (the patients!) have determined their 'ailment', the doctor returns to the room and must make a 'diagnosis' by asking up to 7 questions of the group. The doctor must direct their questions to a specific player and can ask anything from 'What are you doing today' to 'What's your favorite color' in order to determine the 'diagnosis'.

4. The doctor can make a diagnosis after each question (eg. The diagnosis is everyone stands up whenever I ask Taylor a question).

5. If the doctor is correct, they get to choose the next doctor! Otherwise, pick a new player.

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Whisper Challenge

⋆ In Classroom ⋆ Large Space/Outdoors

Activity

Objective:
- ➕ Students try to guess what is written on the piece of paper

Timing: 15 minutes

Resources/Materials:
- ○ Headphones attached

1. While wearing headphones with loud music, students must read the lips of another student as they read the phrase from a sheet of paper.

2. The student guesses while all the other students in the room can hear what the person is saying.

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You're the Photographer

⋆ At Your Desk ⋆ In Classroom ⋆ **Virtual Option**

Activity

Objective:

- ➕ Create a still life photograph to represent a mood or feeling

Timing: 20 minutes

Resources/Materials:

- Laptop/Phone
- Computer Access

1. Tell us a short story about your remote time, a feeling that you want to express, or something you find interesting through still life photography.

2. Find at least 5 items around you to create your best still life photo.

3. Once you have captured the perfect picture, give it a short description (no more than one sentence) to help us understand the story behind your image.

4. Drop the photos in the online google page for others to see and we will have a group discussion about the images.

**** Feel free to share/explain what Still Photography is and the ways that students can get creative!*

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